

## **Grambling State University**

Program Authorization: (Founded in 1901 as a private industrial school to educate African American citizens of North Central Louisiana.) Act 161 of House Bill 227, July 26, 1928; Act 33 of House Bill 278, July 4, 1946; Act 178 of House Bill 35, July 12, 1974. Constitution of 1974, Article VII.

### **Role, Scope and Mission**

Role, Scope, and Mission Statement: Grambling State University assumes in a unique way the role of a public university. It strives to provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability and veteran status; to provide opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs which seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation; to generate new knowledge through pure and applied research related to curricula emphasis in business, science and technology, nursing, social work, liberal arts, and education; to render service to the community and to the citizenry of Louisiana dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities and life-long learning; to expose students to opportunities that enhance their potential for appreciation of diverse cultures; to provide opportunities for students to utilize information technologies in preparation for participation in a global society; and to serve as a repository for preserving the heritage of people of African American descent.

The goals of Grambling State University are:

1. To promote learning that develops individual potential and produces nationally and globally competitive graduates for the workforce.
2. To attract, retain, and graduate increasingly diverse, academically talented and achievement-oriented students.
3. To provide for the educational, social, cultural and economic development needs of students with increased outreach, applied scholarship, service, and innovative opportunities for life-long learning.
4. To provide for continuous improvement of institutional effectiveness and efficiency in all programs and services.
5. To increase opportunities for student access and success.
6. To ensure quality and accountability.
7. To enhance services to the community and state.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

DEPARTMENT ID: 19A - Board of Supervisors for the University of Louisiana System

AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University (GSU)

## 1. (KEY) To stabilize the decrease in the Fall headcount enrollment from baseline Fall 2000 level 4,716 to 4,500 by Fall 2002.

Strategic Link: Objective 1: To Increase opportunities for student access and success

*Louisiana: Vision 2020* Link: Objective 1.1 - To involve every citizen in a process of lifelong learning

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Postsecondary Education.*

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage difference in Fall headcount enrollment from Fall 2000 baseline level	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	0.000% <sup>2</sup>	-1.048%	-1.048%
K	Fall headcount enrollment	Not applicable <sup>3</sup>	4,716	4,810	4,810	4,500	4,500

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.<sup>2</sup> Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001, and it does not have a performance standard, the agency did experience a decline (1.048%) in the percentage difference in Fall 2001 headcount enrollment.<sup>3</sup> This performance indicator did not appear in Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

DEPARTMENT ID: 19A - Board of Supervisors for the University of Louisiana System

AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University

## 2. (KEY) To maintain the baseline year Fall 2000 proportion of minority Fall headcount enrollment level of 96.9% during Fall 2002.

Strategic Link: Objective 1: To Increase opportunities for student access and success

*Louisiana: Vision 2020* Link: Objective 1.1 - To involve every citizen in a process of lifelong learning

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Postsecondary Education*

Explanatory Note: The term Minority includes all racial categories with the exception of White Non-Hispanic. The racial categories are defined by the United States Department of Education and include the following: Asian or Pacific Islander, American Indian or Alaskan Native, Black Non-Hispanic, Hispanic and Others/Race unknown.

Background Note: Louisiana's minorities continue to be under-represented in postsecondary education. Louisiana's institutions will continue to implement strategies to recruit additional minorities into the system and design additional programs to increase retention of all students.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
S	Percentage difference in Fall minority headcount enrollment from Fall 2000 baseline	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	-3.25% <sup>2</sup>	0.00%	0.00%
K	Fall minority headcount enrollment	Not applicable <sup>1</sup>	4,502	Not applicable <sup>1</sup>	4,361 <sup>2</sup>	4,361	4,361
K	Fall minority headcount enrollment as a percentage of total Fall headcount enrollment	Not applicable <sup>1</sup>	95.5%	Not applicable <sup>1</sup>	96.9%	96.9%	96.9%

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; GSU reports these are actual performance values for these performance indicators during FY 2001-2002.

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AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University

3. (KEY) To increase the percentage of first-time, full-time entering freshman retained to second year by 1.5 percentage points over baseline rate of 68.7% in Fall 2000 to 70.2% by Fall 2002.

Strategic Link: Objective 1: To Increase opportunities for student access and success

*Louisiana Vision 2020* Link: Objective 1.6.3 - Percentage of Louisiana residents who have graduated from a four-year college or university. Objective 1.8: To improve the efficiency and accountability of government agencies.

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Postsecondary Education*

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in retention of first-time, full-time entering freshman to second year over Fall 2000 baseline year level	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	1.5%	1.5%
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable <sup>2</sup>	68.7%	65.1%	65.1% <sup>3</sup>	70.2%	70.2%
S	Number of first-time, full-time freshman retained to second year	Not applicable <sup>1</sup>	522	Not applicable <sup>1</sup>	646 <sup>4</sup>	652	652

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> This performance indicator did not appear in Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001 .

<sup>3</sup> The agency reports in the Second Quarter LaPAS Progress Report for FY2001-2002, 71.1% of the first-time, full-time entering freshman were retained to the second year.

<sup>4</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001, GSU reports this is the actual performance value for this performance indicator during FY 2001-2002.

DEPARTMENT ID: 19A - Board of Supervisors for the University of Louisiana System

AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University

## 4. (KEY) To increase the six-year graduation rate by 2 percentage points over baseline year rate of 30.7% in Spring 2000 to 32.7% by Spring 2003.

Strategic Link: Increase opportunities for student access and success

*Louisiana: Vision 2020* Link: Goal 1, Objective 1.6.3: To increase the percentage of Louisiana residents who have graduated from a four-year college or university; Goal 1, Objective 1.8: To improve the efficiency and accountability of governmental agencies.

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education*

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point increase in six-year graduation rate over baseline year Spring 2000	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	2%	2%
K	Six-year graduation rate	Not applicable <sup>1</sup>	31.3%	Not applicable <sup>1</sup>	31.3% <sup>2</sup>	32.7%	32.7%
S	Ten-year graduation rate	Not applicable <sup>1</sup>	43.5%	Not applicable <sup>1</sup>	43.5% <sup>2</sup>	45.3%	45.3%

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.<sup>2</sup> Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001, GSU reports these as projected performance values for these performance indicators during FY 2001-2002.

DEPARTMENT ID: 19A - Board of Supervisors for the University of Louisiana System

AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University

5. (KEY) To maintain 86.5% accreditation rate of all "mandatory" programs through Spring 2003.

Strategic Link: Ensure quality and accountability

Louisiana: Vision 2020 Link: Goal I, Objective 1.8: To improve the efficiency and accountability of government agencies.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education ; Goal II, Objective 2

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	86.5%	85.0%	85.0%	86.5%	86.5%
K	Number of mandatory accredited programs	Not applicable <sup>2</sup>	32	Not applicable <sup>2</sup>	32	32	32

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 ; therefore, it has no performance standard for FY 2000-2001 .

<sup>2</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

DEPARTMENT ID: 19A - Board of Supervisors for the University of Louisiana System

AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University

6. (KEY) To increase the number of students earning baccalaureate degrees in education by 5% over the 49 in baseline year Spring 2000 to 51 by Spring 2003.

Strategic Link: Enhance service to the community and state

Louisiana: Vision 2020 Link: Objectives 1.4, 1.6, 3.1, 3.7

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education; Goal III, Objective 1

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage difference in the number of students earning baccalaureate degrees in education over the Spring 2000 baseline year level	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	5.0%	5.0%
K	Number of students earning baccalaureate degrees in education	Not applicable <sup>1</sup>	49 <sup>2</sup>	Not applicable	50 <sup>3</sup>	51	51

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> The graduation cycle in postsecondary education begins with the summer graduation and proceeds through the following Spring graduation exercise. Therefore, the year-end performance for 2000-2001 actually ends with the Spring 2001 and the performance standard for 2001-2002 actually ends with the Spring 2002. *This number reflects the number of baccalaureate degreed education graduates for the summer 2000, fall 2000, and spring 2001 semesters.*

<sup>3</sup> Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001, GSU reports this as a projected performance value for this performance indicator during FY 2001-2002.

DEPARTMENT ID: 19A - Board of Supervisors for the University of Louisiana System

AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University

7. (KEY) To increase the number of students enrolled in alternative certification programs by 2% over the baseline year 1999-2000 level of 120 to 122 by 2002-2003.

Strategic Link: Enhance service to the community and state.

Louisiana: Vision 2020 Link: Goal I, Objectives 1.6.3.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education ; Goal III, Objective 1

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point change in number of students enrolled in alternative certification program	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	0	2%	2%
S	Number of students enrolled in alternative certification programs	Not applicable <sup>1</sup>	34	Not applicable <sup>1</sup>	120 <sup>2</sup>	122	122
S	Number of students earning alternative certification	Not applicable <sup>1</sup>	6	Not applicable <sup>1</sup>	6 <sup>2</sup>	7	7

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001, GSU reports these as projected performance values for these performance indicators during FY 2001-2002.

DEPARTMENT ID: 19A - Board of Supervisors for the University of Louisiana System

AGENCY ID: 19A-623 - Grambling State University

PROGRAM ID: Program A: Grambling State University

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: GRAMBLING STATE UNIVERSITY						
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01	ACTUAL FY 2001-02
SREB Category <sup>1</sup>	Four Year IV	Four Year IV	Four Year IV	Four Year IV	Four Year IV	Four Year IV
Admissions Criteria <sup>2</sup>	No	No	No	No	No	No
Student headcount <sup>3</sup>	6,700	5,864	5,077	4,671	4,716	4,500
Student full time equivalent (FTE) <sup>4</sup>	6,833	6,112	5,323	4,690	4,572	Not available <sup>i</sup>
Degrees/award conferred <sup>5</sup>	1,032	1,046	954	895	838	Not available <sup>i</sup>
State dollars per FTE <sup>6</sup>	\$2,931	\$3,549	\$4,214	\$4,715	\$4,739	Not available <sup>i</sup>
Percentage of SREB benchmark <sup>7</sup>	71.9	84.9	95.9	94.4	92.0	Not available <sup>i</sup>
Undergraduate mandatory attendance fees <sup>8a</sup>	2,088	2,088	2,208	2,339	2,589	2,732
Percentage of SREB benchmark (resident) <sup>8b</sup>	101.7	95.1	95.8	93.4	96.5	Not available <sup>i</sup>
Undergraduate mandatory attendance fees <sup>9a</sup>	4,238	5,738	7,358	7,651	7,939	8,082
Percentage of SREB benchmark <sup>9b</sup>	66.1	83.6	99.5	97.8	94.9	Not available <sup>i</sup>
Mean ACT score <sup>10</sup>	15.8	16.0	16.1	16.0	16.6	Not available <sup>i</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	63.5	60.0	59.8	64.7	64.1	66.7
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	67.1	63.7	64.2	68.7	70.1	71.1
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	66.7	84.2	86.5
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	33.1	29.9	29.9	31.3	Not available <sup>i</sup>
Ten-year graduation rate <sup>15</sup>	34.2	40.0	42.2	39.8	43.5	Not available <sup>i</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	2	9	5
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	159	169	209	227
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.78	3.50	Not available <sup>i</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year V - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

<sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.

<sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter).

<sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.

<sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.

<sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data include library and scientific equipment funds for FY1997-98 through 2000-01.

<sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

<sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.

<sup>8b</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

<sup>9b</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.

<sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.

<sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.

<sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall. (Does not include LTC)

<sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.

- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of “normal” time, thus three years for those enrolled in associate degree programs at 2-yr schools and six years for those in bachelor's degree programs at 4-yr schools. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2002.

GENERAL PERFORMANCE INFORMATION: Grambling State University	
PERFORMANCE INDICATOR NAME	ACTUAL FY 2001-2002
Number of new patents	Not available <sup>1</sup>
Number of new business created that are directly related to the Governor's Information Technology Initiative	Not available <sup>1</sup>
Number of new jobs in information technology field directly related to the Governor's Information Technology Initiative	Not available <sup>1</sup>
Number of new degree and non-credit programs in information technology	Not available <sup>1</sup>
Number of new faculty in information technology fields	Not available <sup>1</sup>
Number of new students in information technology fields	Not available <sup>1</sup>
Number of graduates (undergraduate and graduate students) in information technology fields	Not available <sup>1</sup>

<sup>1</sup> This is the first year of implementation of the Governor's Information Technology Initiative. The information will be available after the end of the fiscal year.